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ABSTRACT

This guide familiarizes teachers with children's books and ways that they can be used to highlight and reinforce reading skills. Each of the 10 sections provides annotated lists of books, suggesting practical follow-up activities for skill development, extension, or enrichment. The beginning of each section includes remarks concerning the nature of the skill and its relationship to the books featured in the list. The sections consist of: (1) "Books Featuring Kinesthetic Language Learning"; (2) "Books That Require Visual Discriminating"; (3) "ABC Books and Awareness of Letter Forms"; (4) "Books Focusing on Sounds or Word Families"; (5) "Language Play through Riddles and Jokes"; (6) "Books Featuring Idioms, Multiple Meanings, Homonyms, and Antonyms"; (7) "Books Featuring Alliteration, Onomatopoeia, and Similes"; (8) "Books That Reinforce Learning the Parts of Speech"; (9) "Books about the Act of Reading"; and (10) "Ideas for Using Books To Reinforce Other Reading Skills" (including books that reinforce following directions, developing vocabulary, and creative/critical thinking). (Nineteen references are appended.) (MM)

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Children's Books that Reinforce Reading Skills

Oklahoma State Department of Education
John M. Folks, State Superintendent

CHILDREN'S BOOKS THAT REINFORCE READING SKILLS

1986

Oklahoma State Departmentof Education

John M. Folks

State Superintendent of Public Instruction

Developed by:

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Reading/Student Testing Section

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Preface

Goals and Organization of This Study

All teachers have witnessed students simply marking answers on work sheets for the sake of "completing" an assignment, whether or not the students have paid any conscious attention to the concept being practiced. Workbook exercises become so routine that students often fail to distinguish the skill being reinforced, viewing the assignment as "just another ditto."

Using *Children's Books to Reinforce Reading Skills* is intended to give teachers a starting point in locating children's books that illustrate instructional concepts in a manner that encourages learning. The intent is to suggest assignments that will reinforce instructional objectives and provide more meaningful and enjoyable practice of the concepts than workbook pages could ever provide. Besides creating more meaningful and memorable assignments that provide practice of the skills being studied, using children's books in this manner also provides students with additional exposure to the wide variety of literature available.

This publication provides annotated lists of books that can be used in straightforward or creative ways to reinforce particular reading and language skills. The annotations suggest practical follow-up activities for skill development. Each section begins with remarks concerning the nature of the skill and its relationship with the books featured in the list.

Although the organization of this publication begins with books that reinforce the movement-oriented needs of young learners, the sections are not necessarily arranged in a scope and sequenced order. Furthermore, using children's books in the manner suggested here is certainly not limited to the elementary grades alone. The annotations suggest applications of the books in relation to some skills that are actually emphasized more at the intermediate and upper grades than at the elementary grades, skills such as alliteration, onomatopoeia, and the study of the parts of speech.

Section 1, "Books Featuring Kinesthetic Language Learning"acknowledges the fact that young children need physical activities as well as written work to reinforce skill development. The books listed provide teachers with a starting point for tying physical involvement in with the more sedentary act of reading.

Section 2 includes books that tie in with the essential reading readiness skill of visual discrimination. The first list of books, those requiring visual discrimination of shapes, can be used as reinforcement of same-looking forms, a task similar to reading readiness workbook exercises requiring students to circle a particular letter in a row of similar shaped letters. Using books as a substitute for this type of exercise is not only more fun, but it also creates more time for sharing books within the limited time frame of the instructional day.

The "Hide-and- Seek Books that Require Visual Discrimination" cause readers to carefully search for animals or objects that are hidden within pictures, thus serving instructionally as good practice for students who need to fine-tune their visual discrimination abilities. This type of book is also a good bridge from readiness into reading, since nonreaders can interact successfully with the book by finding the hidden objects.

The list of "Books that Feature Visual Discrimination--Unique Perspectives" is one that has particular applications not only to visual discrimination tasks, but also to create thinking applications and applications as follow-up art activities for artistically gifted middle and high school students.

Section 3 contains two lists of ABC books. These are by no means limited to use in the primary grades alone. Certainly these books are appropriate for use in reinforcing letters and letter sounds in the early grades, but many are useful for reinforcing other language skills in higher grades as well. For example, Kitamura's *What's Inside?* is an alphabetical guessing game that allows students an opportunity for speculative thinking: How many things can they name that begin with a certain letter that might be the object hidden inside the container?

Both *What's Inside* and Brown's *All Butterflies* follow a pattern that features pairs of letters illustrated together in alphabetical order: *All Butterflies*/apples and bananas; *Cat Dance*/cat and dog, etc. Challenge older students to compare the similarity of the pattern in the two books and then use the pattern in creating their own version. Carle's *All About Arthur* also provides a pattern students can adapt: Arthur the absolutely absurd ape travels alliteratively from Atlanta to Boston to Cincinnati and so on. As students create their own version about an alphabetical journey from city to city, they will be stretching their vocabulary skills as they search for alliterative words while also stretching their knowledge of geography by searching for names of cities for each letter of the alphabet. The opportunity to use ABC books as patterns for creative writing in the intermediate, junior high, and high school grades is as endless as the patterns themselves, and such work will involve students in creative thinking and vocabulary development exercises.

In Section 4, "Books Focusing on Sounds or Word Families," featured books can be used to reinforce phonics and linguistic concepts. The structured, predictable spelling patterns that Dr. Seuss uses in *Hop on Pop*, *Fox in Socks*, and *The Cat in the Hat* are the keys to his success in helping children become confident beginning readers. Young students who have never been successful readers or who have never known these books deserve the chance to "read" them. The playful sound of rhyming words is also captured in books such as Cameron's *"I Can't" Said the Ant* and Eichenberg's *Ape in a Cape* and can be used by teachers to reinforce the concept of initial consonant substitution. Hawkins' *Flip the Page Rhyming Books* also reinforce initial consonant substitution: a two-letter phonogram like -en is combined with alternate initial consonants to form the words Jen, hen, men, Ben, etc. The widths of the pages vary so that with the turn of each page, letters on the preceding page combine with those of the next page to form a new word. This series is fun, manipulative, and instructional.

Section 5 centers around the reinforcement of language and vocabulary skills through joke and riddle books. Since understanding the humor of many jokes and riddles depends on an understanding of the subtle use of word play, these books offer an instructional opportunity to foster language learning in an appealing manner. Such learning is not only more palatable in jokebook form than in workbook practice, but it is probably more likely to be retained. Furthermore, since students invariably **must** tell each other each new joke, they gain additional practice in reading and listening!

Section 6 features books that illustrate the reading and language arts skills of understanding figures of speech, multiple meanings of words, homonyms, and antonyms. At some point in the scope and sequence of skills in basal readers, these vocabulary skills will be introduced, practiced (probably via a worksheet), and reinforced. Unfortunately, the skills may be taught in isolation, in an artificial manner totally unrelated to the content of any selection. For example, in one basal reader, an exerpt of Fred Gwynne's *A Chocolate Moose for Dinner* was featured, only to be followed by skill reinforcement of dividing words into syllables! Since in this instance the basal authors missed the opportunity to reinforce students' understanding of homonym (which in this story are used incorrectly for humorous effect), an insightful teacher could provide appropriate follow-up discussion and further examples of homonyms from some of the books cited.

Section 7 features books that can be used to reinforce the literary devices of alliteration, onomatopoeia, and similies. Exposure to literature rich in these devices should build students' awareness of and skill in using them in their own reading and creative writing endeavors. Many of the books listed lend themselves to student-created adaptations. Such adaptations involve students in language extension activities that develop their ability to recognize and appreciate these devices.

If the study of the parts of speech tends to become an little dry and monotonous, try giving life to the task with assignments based on the books and suggestions listed in Section 8. Boynton's *A is for Angry: An Animal and Adjective Alphabet* is a beautiful example of animals described alliteratively. Use it to reinforce the study of adjectives by having students create their own alphabet book based on the same pattern. A second way to use picture books to reinforce the study of the parts of speech is to send students on a hunt for all the nouns, verbs, adjectives, etc. that can be found in the text, the illustrations, or both. Such an assignment requires more active involvement on the part of the student than does an assignment to "draw one line under the nouns and two lines under the verbs."

Section 9, "Books About the Act of Reading" include ones like Hoban's photos of familiar signs and symbols we "read" everyday. Also included are those that center on young children's burning desire to learn to read, like Cohen's *When Will I Read?* and Hoban's *Arthur's Prize Reader*, along with Lexau's *Olaf Reads* and Hutchins' The *Tale of Thomas Mead*, both of which humorously point out the hazards of not knowing how to read. This ninth section also contains a listing of books about reading ability--or lack thereof.

The final section contains lists of books that can be used to reinforce various reading skills. Obviously, whole categories of skills have not even been addressed. No matter how comprehensive a study such as this attempts to be, there can never be closure on such a project. New books are published continuously. Creative minds conceive of new applications of books to instructional objectives. However, at some point, what has been compiled must be readied for use, as is the case with this work. Although for all of the above reasons the project is incomplete, the project itself is actually one which can never be completed for those very reasons.

A Word About Sources of Information

Teachers often wonder where to find information such as is compiled here. Reading publisher's catalogs and reviews of children's books in professional journals is one way to discover good books and ideas, although the ideas are not categorized or complied. A source that categorizes books is *Best Books for Children*, published by R.R. Bowker. This reference source provides brief, well-written annotations that often give clues to classroom applications of the books. It was from the category list of "Alphabet, Counting, and Concept Books," "Jokes, Riddles, Puzzles, and Word Games," and "Communication" ("Language and Languages" and "Words" subheadings) that many books for this compilation were discovered.

A third source of finding books that reinforce reading skills is through a search of Bro-Dart's *Elementary School Library Collection*. Many books listed in this publication were discovered by checking the subject index heading "English," with subheadings "Etymology," "Homonyms" "Idioms," "Onomatopoetic Words," "Prepositions," "Slang," "Synonyms and Antonyms," "Terms and Phrases," and "Vocabulary." Books were also located under the subject headings "Word Games" and "Vocabulary."

Reading professional journal articles on ways to use children's books in the classroom is a fourth source of ideas for reinforcing reading skills. Selected articles are included in the bibliography of this publication. Also, as a teacher becomes more experienced with using children's books to reinforce instructional objectives, he or she thinks of new applications for classroom use.

The best source of finding books to reinforce reading skills for a busy teacher who lacks extensive knowledge of children's literature is a helpful and cooperative librarian.

Conclusion

It is the author's hope that teachers will find this study to be a useful starting point in locating children's books for reading and language extension, enrichment, and reinforcement activities. By rounding off reading lessons with examples from children's books, students are provided with a meaningful, enjoyable, and hopefully memorable means of skill reinforcement along with an awareness of the exciting world of children's books.

I would be pleased to receive comments from readers.

Acknowledgements

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SECTION I

Kinesthetic Language Learning

With increased awareness of learning modalities, many teachers are using more varied multisensory techniques in teaching reading. Many young children can better understand a concept through physical involvement and reinforcement instead of paper-and-pencil seatwork.

The following books reinforce language learning through movement, physical involvement, or manipulation of the books themselves.

Books Featuring Kinesthetic Language Learning

Asch, Frank. *I Can Blink*. Crown, 1986.

------. *I Can Roar*. Crown, 1986.
A child reads, "I can snap like a turtle," then holds up the book. A precut hole in the center of the page lets the child become the animal.

Beller, Janet. *A-B-C-ing: An Action Alphabet*. Crown, 1984.
This ABC features kids in motion--dancing, eating, giggling, itching--in black and white photos. Students can take their own photos or draw pictures to extend the idea of the book: can they capture even more unusual activities?

Brown, Marc. *Finger Rhymes*. Dutton, 1980.

------. *Hand Rhymes*. Dutton, 1986.
Both are ideal for active learning as fingers and hands animate rhymes.

Edman, Polly. *Red Thread Riddles*. Philomel, 1980.
A tactile book; the raised red thread of the title can be traced through the pages, and the pictures have highlighted raised features. The text is written in both print and Braille; students are fascinated by the comparison of the two forms of words. An ALA Notable Book, plus other national awards.

King, Tony. *The Moving Alphabet Book. A Turn-the-Wheel Moving Parts Book*. Putnam's 1982.
"A" is for acrobat; turn the wheel again and an ant appears in a cut-out circle; again, and an apple appears. Four different images for each letter.

Mendoza, George. *The Marcel Marceau Alphabet Book*. Photos by Milton H. Green. Doubleday, 1970.
The great pantomimist acts out emotions, actions, and objects to represent each letter of the alphabet. Since some pantomimes are very subtle, have a student explain why the pantomime fits the word being expressed. Can students copycat these same pantomimes or create new charades to pantomime each letter of the alphabet?

Neumeier, Marty, and Byron Glasser. *Action Alphabet*. Greenwillow, 1985.
26 ways for the alphabet to come to life, from acrobatic A to zigzagging Z.

Newth, Philip. *Roly Goes Exploring*. Philomel, 1981.
In this innovatively designed book, the text is printed in both large type and Braille, and the pictures are geometric shapes which can be seen and felt. A unique opportunity for children to develop their awareness of shapes.

Shiefman, Vicky. *M is for Move*. Photos by Bill Miller. Dutton, 1981.
Illustrates an action word for each consonant letter; not in ABC order.

SECTION 2

Visual Discrimination

Puzzle books that require hide-and-seek and other types of visual study are excellent for building reading skill. For one reason, they demand involvement, and thus they serve to help active or restless children become interested in books. These books aren't JUST to read--they give the child something to DO, too!

Second, they provide an excellent means of increasing visual discrimination, an essential reading readiness skill. Young children will enjoy searching for snails in Ungerer's *Snail, Where Are You?* much more than circling the same looking letter on a workbook page, yet both are reinforcing visual discrimination of forms. Older students who are diagnosed as having a reading difficulty in which final sounds are routinely omitted (i.e., dropping word endings like -s or -ing) need practice in paying closer visual attention to word details. Pleasure reading of books that require visual discrimination can be helpful in developing the habit of closer inspection.

Third, many of these hide-and-seek visual discrimination-type books can serve as a bridge from readiness into reading, since students who cannot yet decode words are not discouraged by these books. Rather, these students can feel a sense of accomplishment as they find the objects hidden in the puzzle.

Although puzzle books are helpful to young readers, they are by no means solely for this age or ability group. In fact, they vary in sophistication to a great extent, and adults may find some of them equally fascinating.

Books that Require Visual Discrimination of Shapes

Hoban, Tana. *Circles, Triangles, and Squares*. Macmillan, 1974.

------. *Round and Round and Round*. Greenwillow, 1983.
Find round shapes in photos. 1983 ALA Notable Book.

------. *Shapes, Shapes, Shapes*. Greenwillow, 1986.
Shows the amazing variety of shapes to be discovered in everyday things.

Ungerer, Tomi. *Snail, Where Are You?* Harper, 1962.
Find snail shapes "hidden" in the pictures.

Hide-and-Seek Books that Require Visual Discrimination

Ahlberg, Janet and Allan. *Each Peach Pear Plum*. Viking, 1979.
Nursery rhyme characters are "hidden" on every page of this "I Spy" book. ALA Notable Book.

Aruego, Jose and Ariane Dewey. *We Hide, You Seek*. Greenwillow, 1979.
Find the animals camoflaged in their habitat.

Dubanevich, Arlene. *Pigs in Hiding*. Four Winds, 1983.
A game of hide and seek allows the reader to find the animals in their hiding places. A "Children's Choice" book.

Gillham, Bill. *Can You See It?* Photos by Fiona Horne. Putnam, 1986.
Photos and brief text introduce an object that the reader must find in the adjoining photo. "The boys have lost their ball . . . Can you see it?"

Gomi, Taro, *Where's the Fish?* Morrow, 1986.
A small pink fish leaps out of his bowl and hides---where's the fish?

Hitz, Demi. *Where Is It? A Hide-And-Seek Puzzle Book*. Doubleday, 1979.
At the top of each page, in a box, is a single object or "piece" of the whole two-page-spread picture, with the question "Where is it?" written above. Some puzzles are easy, while others are more challenging.

Ipcar, Dahlov. *The Cat at Night*. Doubleday, 1969.

Jeffers, Susan. *Three Jovial Huntsmen*. Bradbury, 1973.
All sorts of animals are well hidden in the forest pictures as three hunters forage for their dinner.

Knight, Hillary. *Where's Wallace?* Harper, 1964.
Orangutan escapes from the zoo; he is hidden in the pictures of the various places he explores during his freedom.

Livermore, Elaine. *Find the Cat*. Houghton, 1973.
The cat being chased skillfully hides in a series of pictures. Intricately detailed illustrations.

------. *Follow the Fox*. Houghton, 1981.
Find Samantha Fox, who is hidden somewhere on each page.

Pomerantz, Charlotte. *Where's the Bear?* Illus. Byron Barton. Greenwillow, 1984.
Children follow the clues to find the bear and predict the outcome.

Rogers, Paul. *Forget-Me-Not*. Viking, 1984.
Sidney, an absent-minded lion, "loses" several articles, which are always remarkably visible in the scenes. Children are invited to guess what is missing and find it in the pictures.

Schertle, Alice. *That Olive!* Illus. Cindy Wheeler. Lothrop, 1986.
Andy's cat Olive always hides when he calls her, but one day Andy turns the tables and hides from Olive. Picture puzzle hide-and-seek.

Tafuri, Nancy. *Have You Seen My Duckling?* Greenwillow, 1984.
Anxious mother duck searches for one missing duckling, who is visible in each illustration. Caldecott Honor Book, 1985; ALA Notable Book, 1984.

Turpin, Lorna. *The Sultan's Snakes.* Greenwillow, 1979.
The palace snakes hide from the Sultan. "A discriminating detective can find those snakes hiding on every page, and will delight in outwitting the Sultan by discovering them." (*The WEB*)

Ungerer, Tomi. *One, Two, Where's My Shoe?* Harper, 1964.
All kinds of shoes are hidden within the pictures of this almost wordless book.

Wegen, Ron. *What's Wrong, Ralph?* Lothrop, 1984.
Only the reader and Ralph can see the strange sights that surround him.

Wildsmith, Brian. *Puzzles.* Franklin Watts, 1970.
Example: "There is something strange about this leopard. Can you see what it is?"

Zacharias, Thomas and Wanda. *But Where Is the Green Parrot?* Delacorte, 1968.
The green parrot is well hidden in this puzzle book.

Books that Require Increased Powers of Observation--Visual Discrimination

Brown, Marcia. *Walk With Your Eyes.* Watts, 1979.
Powers of observation are highlighted through a nature walk.

Cristini, Ermano. *In the Woods.* Ill. by Luigi Puricelli. Picture Book Studio, 1983.
------. *In the Pond.* Ill. by Luigi Puricelli. Picture Book Studio, 1984.
------. *In My Garden.* Ill. by Luigi Puricelli. Picutre Book Studio, 1985.
"How many creatures can you find? Look carefully, some of them are hiding in their surroundings. Can you name them? Can you make up a story to go with the pictures?"

Durrell, Julie. *Mouse Tails.* Crown, 1985.
An "expert" on tails, the author invites readers to come along on a hunt for animals with tails that give clues to who they are. The tails stick out behind folded half-pages that readers lift to check their guesses.

Gardner, Beau. *Guess What?* Lothrop, 1985.
Colorful images--all details of a larger image shown on the next page--provide a guessing game for readers to test their powers of observation.

Gomi, Taro. *Hi, Butterfly!* Morrow, 1983.
A deceptive cutout on each page look like an insect, but isn't.

Heller, Ruth. *How to Hide a Butterfly and Other Insects.* Grosset, 1985.
------. *How to Hide a Crocodile and Other Reptiles.* Grosset, 1986.
------. *How to Hide a Gray Tree Frog and Other Amphibians.* Grosset, 1986.
------. *How to Hide an Octopus & Other Sea Creatures.* Grosset, 1985.
------. *How to Hide a Polar Bear & Other Mammals.* Grosset, 1985.
------. *How to Hide a Whipporwill & Other Birds.* Grosset, 1986.
With colorful illustrations and light verse, Heller describes some of the animals who "play" hide and seek everyday to survive. Children will enjoy trying to find the creatures who blend so well into their backgrounds.

Hitz, Demi. *Demi's Find the Animal A-B-C.* Putnam, 1985.
"Each upper and lower-case letter is paired with a small boxed drawing of an animal. Readers find an identical drawing of that animal among the multitude of other drawings of animals on each two-page spread . . . allows youngsters to have a good time while they fine-tune their skills of discrimination and observation." (*School Library Journal*)

Hoban, Tana. *Look Again!* Macmillan, 1971.
Photos appear in part, as a whole, then as a part within a composition.

-------. *Take Another Look.* Greenwillow, 1981.
Close-up photos, seen through a circle cutout, invite readers to guess what they're viewing, then turn the page and see if they were right. ALA Notable Book.

Lewis, Steven, *Zoo City.* Greenwillow, 1976.
In this split-page format book, readers are invited to match commonplace city articles with look-alike animals.

Oakley, Graham. *Graham Oakley's Magical Changes.* Atheneum, 1980.
Split page format allows readers to create a multitude of new objects.

Peppe, Rodney. *Odd One Out.* Viking, 1985.
"In each colorful spread, Peppe has purposely inserted a mistake that lends puzzle-solving appeal and tickles a child's budding sense of absurdity." (*Booklist*)

Raskin, Ellen. *Nothing Ever Happens on My Block.* Atheneum, 1971.
Chester sits around complaining that nothing ever happens on this block. oblivious to numerous thrilling happenings taking place. Carefully reading the pictures is vital to the plot of this picture book!

Ruben, Patricia. *What Is New? What Is Missing? What Is Different?* Lippincott, 1978.
"This book is an exercise in observation. Look at the left-hand page until you know what is on it. Then look to see what is changed on the right-hand page."

Books that Feature Visual Discrimination--Unique Perspectives

Especially appealing to the artistically gifted student.

Anno, Mitsumasa. *Topsy-Turvies: Pictures to Stretch the Imagination.* Weatherhill, 1970.

------. *Upside-Downers: More Pictures to Stretch the Imagination.* Weatherhill, 1971.
Both are full of visual tricks and puzzles.

Brown, Ruth. *If At First You Do Not See.* Holt, 1982.
A caterpillar nibbling on leaves discovers how different things look when viewed in an upside-down position. The book is turned clockwise to read words written around the sides of the pages. Pictures are hidden in the upside-down position.

Chwast, Seymour. *Tall City, Wide Country.* Viking, 1983.
Read forward or backward or horizontally or vertically, the book gives a unique perspective into the differences between the city and the country. A "Children's Choice" book.

Domanska, Janina, *What Do You See?* Macmillan, 1974.
Here's an invitation to the child who is just learning to "see" his or her world by the Caldecott Honor Book artist. ALA Notable Book.

Gardner, Beau. *The Look Again, . . . And Again, and Again, and Again Book.* Lothrop, 1984.
View each page from four different sides and see four very different things.

Gardner, Beau. *The Turn About, Think About, Look About Book.* Lothrop, 1980.
"On single pages, brilliantly colored patterns . . . are devised to be viewed four separate times in order to discover the metamorphosis caused by changes of position." (*Horn Book*). A "*Reading Rainbow*" Review book.

Jonas, Ann. *Round Trip.* Greenwillow, 1983.
"A visual stunner!" Records the sights on a day trip to the city and the nighttime return home. "The format is wonderfully inventive--once the traveler arrives in the city, the book is flipped over and read back to the beginning, . . . with the negative image illustrations providing the nighttime scenes." ALA Notable Book; Reading Rainbow selection; NY Times Best Illustrated.

Phillips, Louis. *The Upside-Down Riddle Book.* Illus. by Beau Gardner. Lothrop, 1982.
"A vibrant book. Fourteen intriguing riddles . . . are accompanied by fresh bold graphics---which, when turned upside down---reveal the answers . . . visually stimulating." (*Horn Book*). A "*Reading Rainbow*" Review book.

SECTION 3

ABC Books

ABC books help to develop young children's awareness of and interest in print. Since many also go beyond this and reinforce other concepts as well, ABC books are perfect reading readiness material.

Some ABC books are wordless and require visual discrimination and thinking skills to "find" pictured objects that begin with a certain letter. Being wordless, they also offer the opportunity for the child to "talk out" the picture, giving practice in oral language development.

Other ABC books may be written alitteratively, like Carle's *All About Arthur: An Absolutely Absurd Ape.* These offer the listener the delightful playfulness of the repetition of sounds. *Oxenbury's ABC of Things* lends itself to reader-created alliterative sentences like: "A baker holding a baby, with a bear cub draped over his shoulder, holding a badger's hand, while a bird perches on his head."

Many ABC books provide perfect patterns for student-created books. Lillie's *One Very, Very Quiet Afternoon* suggests a name for each letter of the alphabet; what more perfect follow-up activity could there be than to make a class book of names in the same ABC format? Older students can use ideas similar to Carle's alliterative text and create their own versions of ABC books. The patterns are endless and provide an interesting challenge.

So, while ABC books are certainly appropriate for reinforcing letters and letter sounds, their use is not limited to the primary grades alone.

NOTE: A recent list of ABC books can be found in *The Five Owls*, Vol. II, No. 1, Sept/Oct 1987, by M. Jean Greenlaw and _____.

Awareness of Letters: Playing With Letter Forms

Emberley, Ed. *Ed Emberley's ABC*. Little Brown, 1978.
Each letter gets a two-page spread that contains four stages of the letter as it is formed by an animal. Children just learning to make letters love to trace the shapes and find as many objects as possible that contain the given letter. Notice: some of the letters don't occur at the beginning of the animal names shown. For example, the word "pigs" is used for the letter i and "lion" is used for the letter n. At first, this is a very confusing aspect for students used to more traditional ABC books. Young students might need some special help understanding the process of evolving letters.

Freeman, Don. *Add-A-Line Alphabet*. Golden Gate Junior Books, 1968.
"By adding a few lines and colors to each letter of the alphabet, I will draw a zoo for you." Let students create their own letter pictures as a follow-up to this book.

Geisert, Arthur. *Pigs from A to Z*. Houghton Mifflin, 1986.
Seven pigs cavort through a lanscape of hidden letters. Always, five forms of the feature letter will appear on a page, plus one from of the preceing letter and one form of the following letter. A key at the end reveals the hidden letter. Shapes for each page.

MacDonald, Suse. *Alphabatics*. Bradbury, 1986.
A step-by-step tranformation of each letter using bright, bold illustrations. Requires imagination and an "eye" for recognizing the original letter in the final creation. Similar to *Alphabeasts*.

Schmiderer, Dorothy. *The Alphabeast Book. An Abecedarium*. Holt, 1971.
Each letter is graphically transformed into an animal.

Weil, Lisl. *Owl and Other Scrambles* Dutton, 1980.
"Think of an owl. Think of the shapes of the letters to draw an owl. There are one or more picture puzzles for each letter of the alphabet."

ABC Books

Ackerman, Karen. *Flannery Row: An Alphabet Rhyme*. Illus. by Karen Ann Weinhaus. Atlantic Monthly Press, 1986.
The book plays with names in alphabetical sequence; can students create their own collection of alphabetized names? See also *One Very, Very Quiet Afternoon*.

Balian, Lorna. *Humbug Potion: An A-B-Cipher*. Abingdon Press, 1984.
Witch adds ingredients to recipe in alphabetical order. Each ingredient is written in code: picture clues, initial letter clues, and context clues make the book easy to read. Reader deciphers code.

Bayer, Jane. *"A My Name Is Alice."* Illus. by Stephen Kellogg. Dial, 1984.
"A my name is Alice/And my husband's name is Alex/We come from Alaska/And we sell ants." Based on jump rope chants, a series of antics is illustrated for each letter of the alphabet. Can students change names, places, items mentioned and create their own jingles?

Brown, Marcia. *All Butterflies*. Scribners, 1974.
Two-word phrases; pairs of letters in ABC order: All Butterflies; Cats Dance.

Carle, Eric. *All About Arthur: An Absolutely Absurd Ape*. Watts, 1974.
Alliterative text describes Arthur's journey from city to city.

Chess, Victoria. *Alfred's Alphabet Walk*. Greenwillow, 1979.
Though his Mom tells him to stay in the yard and study his ABC's, Alfred takes a walk instead. Alliterative text.

Crews, Donald. *We Read: A to Z*. Harper and Row, 1967.
Unconventional ABC includes concepts as well as letters. Terrific for preschool and kindergarten.

Gardner, Beau. *Have You Ever Seen . . . ? An ABC Book*. Dodd, Mead, 1986.
Have you ever seen an alligator with antlers, a monster with mittens, a zipper on a zebra, or other such alphabetical amusements? Challenge students to create more examples, using the author's pattern.

Hoban, Tana. *A, B, See!* Greenwillow, 1982.
Black and white photos of objects that begin with each letter of the alphabet.

Hoguet, Susan Ramsay. *I Unpacked My Grandmother's Trunk*. Dutton, 1983.
Humorous visual format of the alphabet game in which the first player unpacks the trunk with "acrobat" for A; second player must remember what other players have said before and add an item for the next letter.

Kitamura, Satoshi. *What's Inside? The Alphabet Book*. Farrar, 1985.
An alphabetical guessing game of what objects are inside containers labeled with letters. The objects are revealed when the page is turned. Humorous and imaginative.

Lillie, Patricia. *One Very, Very Quiet Afternoon*. Greenwillow, 1986.
From Annabelle to Zephyr, names are the game of this ABC book. Some are familiar, some are strange, but there is one for every letter.

Poulin, Stephane. *Ah! Belle Cite! A Beautiful City ABC*. University of Toronto Press, 1985.
A bilingual alphabet book to induce interest in a second language, or use as a pattern for another language (Spanish, German, etc.) book.

Rey, H.A. *Curious George Learns the Alphabet*. Houghton, 1963.
Letters themselves are the basis for the pictures, as B is a bird, L a lion, and so on. A visual method of teaching letters.

Rosenblulm, Richard. *The Airplane ABC*. Atheneum, 1986.
From amphibians to zepplins, this presents a brief history of aircraft and aviators. An A to Z of flying; can older students create a report on a subject in a similar ABC format?

Rockwell, Anne. *Albert B. Cub and Zebra: An Alphabet Storybook*. Crowell, 1977.
This wordless alphabet book is a puzzle: readers are to identify objects or actions on each page that begin with the featured letter. It is a storybook as well, as Albert B. Cub searches for his abducted Zebra. At the end of the book an amusing story in words reveals some of the objects that the reader might have found. How may did the kids guess on their own?

Could the students create their own a alphabet story? (Review sources: *Language Arts*, *The WEB*)

Steverson, James. *Grandpa's Great City Tour. An Alphabet Book.* Greenwillow, 1983.
Grandpa, Mary Ann, and Louie board Alligator Airlines for a sightseeing tour of the alphabet . . . "Full of surprises . . . Every double-page spread invites repeated examination (and) always reflects the cartoonist' imagination and sense of fun." (*Horn Book*)

SECTION 4

Books Focusing on Sounds or Word Families

Some books highlight the many ways we play with words by putting them together. These books can reinforce phonics and linguistics concepts of initial consonant substitution (creating word families), rhyming words, emphasis on particular vowel sounds, or rearranging letters within words to create new words.

Fry's *The NEW Reading Teacher's Book of Lists* (Prentice Hall, 1985) contains two sections on phonograms (-ab, -ack, -ad) that serve as useful starters for creating rhyming word lists.

Books focusing on Sounds or Word Families

Abrons, M. *For Alice, A Palace.* Young Scott, 1966.

Barrett, Judy. *Pickles Have Pimples and Other Silly Statements.* Pictures by Lonnie Sue Johnson. Atheneum, 1986.
Rhymed text includes: "Pickles have pimples. Cheeks have dimples. Rhinos have wrinkles. Stars have twinkles."

Barry, Katherine. *A Bug to Hug.* Young Scott, 1964.

Bodecker, N.M. *"Let's Marry!" Said the Cherry.* Coward, 1961.

Bonsall, Crosby. *Piggle.* Harper & Row 1973.
The invented game of "Piggle" is played by rhyming words (substituting initial consonants): piggle, wiggle, diggle, miggle, giggle, etc.

Cameron, Polly. *"I Can't," Said the Ant.* Coward, 1961.

dePaola, Tomie. *Andy--That's My Name!* Prentice Hall, 1973.
Little Andy watches as the letters in his name change order to spell other words.

Eichenberg, Fritz. *Ape in a Cape.* Harcourt, 1952.

Einsel, Walter. *Did You Ever See?* Scholastic, 1972. " . . . a goat float?"

Hawkins, Colin. *Flip the Page Rhyming Books: Jen the Hen.* Putnam, 1985. *Mig the Pig.* Putnam, 1984. *Pat the Cat.* Putnam, 1983. *Tog the Dog.* Putnam, 1984.
Hawkins' hilarious animal characters teach young children how to form new words: the widths of the pages vary so that with the turn of each page, letters on the preceding page combine with those on the next page to form a new word. "Fun, and a painless way to

absorb some phonics and a sight vocabulary . . . a cheerful lesson youngster will absorb without even trying." (*Booklist*). An ideal introduction to basic word building.

Merriam, Eve. "Oz." in *A Sky Full of Poems*. Dell, 1986.
"ou" sound spelled "ou" repeated throughout the poem.

------. "One, Two, Three--Gough" in *A Sky Full of Poems*. Dell, 1986.
Pokes fun at the irregular spellings of the English language: "dough, sough; through, blough; plough, nough; rough, tough, blough." Useful for students in upper grades with sophisticated language and spelling skills.

Most, Bernard. *There's An Ant in Anthony*. Morrow, 1980.
When Anthony discovers there's an ant in his name, he leaves on a delightful journey in search of more ants. "A clever word concept book. Amusing action filled line drawings add to the fun and the learning." (*School Library Journal*)

Patz, Nancy, reteller. *Moses Supposes His Toeses are Roses: And Seven Other Silly Old Rhymes*. Harcourt, 1983.
"Sense of fun, silliness, and delight in the sound of words is evident in the happy mood of this book. Enjoy the English language!" (*Language Arts*) Two trios of titillating tongue twisters. Teachers could also use "Moses" for a listening for a long o exercise.

Raskin, Ellen. *"Who," Said Sue, "Said WHOO?"* Atheneum, 1973.
Many "oo" sounding words with various spellings: Sue, flew, who, etc.

Shaw, Nancy. *Sheep in a Jeep*. Illus. by Margot Apple. Houghton Mifflin, 1986.
Rhyming words can be used to illustrate initial consonant substituion.

Suess, Dr. *Fox in Socks*. Random, 1965.
------. *Hop on Pop*. Random, 1963.

Thomas, Patricia. *"There are Rocks in my Socks," Said the Ox to the Fox*. Illus. by Mordicai Gerstein. Lothrop, 1979.
Reviewers for *The WEB* noted that second grade students began inventing other problems for the ox after reading the book: "a pin on his chin; a mouse in his blouse; gum on his thumb." Besides being an excellent choice for beginning readers, "the story, cleverly told in rhyme, catches older children as well."

SECTION 5

Language Play Through Riddles and Jokes

Riddle and joke books are ideal for motivating language study, since many depend on word play for their humorous effect. Also, jokes and riddles tend to be written in short passages and are enticing reading material for younger or less competent readers.

With the introduction of books such as these, your students will enjoy and learn about language, stretch their imaginations in order to understand and create word plays, develop vocabulary skill, and gain valuable practice as they listen and read riddles to one another.

Although word play has long been recognized as an important component of language development for gifted students, the opportunity for extending word meanings and understanding

the subtleties of language through the use of riddles and jokes is important learning for all students. By sharing, discussing, and laughing together, teachers can help students sharpen their language facility by helping them appreciate and understand the puns that might otherwise simply go over students' heads.

Riddle Books Featuring Word Play

Adler, David A. *The Carsick Zebra and Other Animal Riddles*. Illus. by Tomi dePaola. Holiday House, 1983.
One cartoon riddle per page; format inviting for reluctant readers.

Adler, David A. *The Twisted Witch and Other Spooky Riddles*. Drawings by Victoria Chess. Holiday House, 1985.
Examples of word play: "How does Dracula travel? On blood vessels." "Why don't skeletons ski? They don't have the guts."

Beisner, Monica. *Monica Beisner's Book of Riddles*. Farrar, 1983.
Opposite the ten or so riddles on each page is an illustration in which the answers are pictured; there is also a key at the back of the book.

Bishop, Ann. *Hello, Mr. Chips*. Dutton, 1982.
Computer-ese word play that was voted a "Children's Choice" book.

Bishop, Ann. *A Riddle-iculous Rid-Alphabet Book*. Pictures by Jerry Warshaw. Whitman, 1971.
Riddles, jokes, and puns for each letter of the alphabet.

Brown, Marc. *What Do You Call a Dumb Bunny? And Other Rabbit Riddles, Games, Jokes, and Cartoons*. Little, Brown, 1983.

Cole, William, and Mike Thaler. *Monster Knock Knocks*. Archway Pocket Books, 1982.
Play on words knock knock jokes voted as a "Children's Choice" book.

Doty, Roy. *King Midas Has a Gilt Complex*. Doubleday, 1979.
A book of puns, jokes and riddles.

Keller, Charles. *News Breaks*. Illus. by Michael Cooper. Prentice Hall, 1980.
Imaginary news bloopers that depend on word plays for their humor: "Canada sold the U.S. a large herd of bison and America received a buffalo bill."
------. *Alexander the Grape: Fruit and Vegetable Jokes*. Illus. by Gregory Filling. Prentice Hall, 1982.
------. *Astronuts: Space Jokes and Riddles*. Prentice Hall, 1985.
------. *A Ballpoint Banana and Other Jokes for Kids*. Prentice Hall, 1983.
------. *Grime Doesn't Pay: Law and Order Jokes*. Prentice Hall, 1984.
------. *Norma Lee I Don't Knock on Doors: Knock Knock Jokes*. Illus. by Paul Galdone. Prentice Hall, 1983. "Children's Choice."
------. *Ohm on the Range*. Prentice Hall, 1982.
------. *School Daze*. Illus. by Sam Q. Weissman. Prentice Hall, 1978.

Low, Joeseph. *Beastly Riddles: Fishy, Flighty, and Buggy, Too*. Macmillan, 1983.
"Why would anyone want to look like a crow? --BE CAWS"

Maestro, Guilio. *Halloween Howls*. Dutton, 1983.
"How do witches stay in touch? By calling poison-to-poison on the telebone." A "Children's Choice" book.

Maestro, Guilio. *A Raft of Riddles*. Dutton, 1982.

------. *Riddle Romp*. Clarion, 1983.
For beginning readers; designed to increase vocabulary.

Manes, Stephen. *Socko! Every Riddle Your Feet Will Ever Need*. Coward, 1982.

Roop, Peter and Connie. *Out to Lunch! Jokes About Food*. Lerner, 1984.
What is a . . . caveman's lunch? (Club sandwich) . . . cow dance? (Milkshake)

Sarnoff, Jane, and Reynold Ruffins. *Giants: A Riddle Book*. Scribners, 1977.
"What is a kingdom? A stupid king." "How do you tell a dinosaur to hurry up? Pronto, Saurus."

Sterne, Noelle. *Tryrannosaurus Wrecks. A Book of Dinosaur Riddles*. Illus. by Victoria Chess. Crowell, 1979.
"How does a dinosaur send a letter? Fierce class." "What kind of dinosaurs make good policemen? Tricera-cops."

Stokes, Jack. *Monster Madness*. Doubleday, 1981.
Monster jokes, puns, cartoons, like: "Mummies are too wrapped up in themselves."

Thaler, Mike. *Soup with Quackers*. Franklin Watts, 1976.
"When do astronauts eat? At launch time." "With what big cat should you never play cards? A cheetah." Full-page, wacky cartoon riddles.

------. *The Yellow Brick Toad: Funny Frog Cartoons, Riddles, and Silly Stories*. Doubleday, 1978.
"When does a car look like a frog? When it's being toad."

Language Play

A teacher's enjoyment and enthusiasm in sharing interesting words is a contagious means of stimulating interest in words. By sharing some of the following books with students, you will be enticing them into the world of fun there is to be discovered in playing with language. Certainly you will be fostering language learning as you help them understand and appreciate subtle uses of language.

Books Featuring Language Play

Hall, Rich. *Sniglets*. Macmillan/Collier, 1984.
"Any word that doesn't appear in the dictionary, but should" such as: 'brattled (brat uld) adj. the unsettling feeling, at a stoplight, that the busload of kids that just pulled up beside you is making fun of you.' A fun vocabulary exercise: whether students read them or make them up, Sniglets word play is a "guaranteed imagination stretcher."

Keller, Charles. *Daffynitions*. Illus. F.A. Fitzgerald. Prentice Hall, 1976.
Over 100 absurd word meanings, such as:
'announce = an ounce: 1/16th of a pound'
'autograph = car graph: chart showing sale of cars'
'bathing beauty = a girl worth wading for'

Livingston, Myra Cohen. *A Learical Lexicon: From the Works of Edward Lear*. Pictures by Joseph Low. Atheneum, 1985.
The witty and sophisticated verbal humor is especially appropriate for use with gifted students; to appreciate Lear's whimsy and invented spellings, readers must be thoroughly familiar with standard spellings and uses of the language. Examples: the "gnatural" occurrence of a gnat coming in an open window; "equal-noxious" gales that come at winter's end. "Magrifficent feast of boshlobberbosh and phun." With "piggchurs." (Reviewed in *Language Arts*, October 1985).

Word Play Books

Espy, Willard R. *A Children's Almanac of Words at Play*. Crown, 1983.
"This collage of verbal fun teaches and challenges as well as amuses . . . rewarding both for browsers on their own and for parents and teachers looking for stimulating linguistic fun to share with their charges." (*Booklist, 4/1/83*). " . . . worth at least a thousand of the readers and workbooks with which we try to teach children the powers of language." (*New York Times Book Review, 2/6/83*).

Kohl, Herbert L. *A Book of Puzzlements: Play and Invention with Language*. Schocken Books, 1981.

Terban, Marvin. *Too Hot to Hoot: Funny Palindrome Riddles*. Illus. by Guilio Maestro. Clarion, 1985.

Tremain, Ruthven. *Fooling Around with Words*. Greenwillow, 1976.
------. *Teapot, Switcheroo and Other Silly Word Games*. Greenwillow, 1979.
Spoonerisms, rebuses, and word games for beginning readers.

Books Featuring Nonsense, Made-Up Words

Carroll, Lewis, *Jabberwocky*. Illus. by Jane Breskin Zalben. Warner, 1977.

Hutchins, Pat. *Don't Forget the Bacon!* Morrow, 1976.
A child is sent to the store to buy "six farm eggs, a cake for tea, a pound of pears, and don't forget the bacon." The request soon becomes grossly distorted as the child repeats the items over and over in order not to forget. "Hutchins delightfully and skillfully plays with the words and sounds." (*The WEB*).

Kroll, Steven. *Gobbledygook*. Illus. by Kelly Oechsli. Holiday House, 1977.
Getting ready for school, Edward "clumped out of bed," "fumbled over his flippers," then "splashed to the roar." Kroll has carefully planned the nonsense words, changing enough words to make the story sound silly, but leaving enough clues to carry the "meaning." After "translating" the book into English, students will be ready to create their own story. This example was cited in *(The WEB)* as a silly description of a sixth grade classmate, Brad: "There was a man named Bad. His hair was bed. His pies were glue. His teeth had races. His arms were song. He gawked a lot. His face had peckles. He gave everyone the wiggles."

Lear, Edward. *The Scroobious Pip*. Comp. by Ogden Nash. Illus. by Nancy Ekholm Burkert. Harper and Row, 1968.
------. *Two Laughable Lyrics: The Pobble Who Has No Toes; The Quangle Wangle's Hat*. Paul Galdone drew the pictures. Putnam's, 1966.

Merriam, Eve. *Ab to Zogg: A Lexicon for Science Fiction and Fantasy Readers*. Illus. by Al Lorenz. Atheneum, 1977.
A spoof; facetious sci-fi "words" seem recognizable.

Reid, Alastair. *Ounce, Dice, Trice*. Little, Brown, 1958.

Slepian, Jan, and Ann Seidler. *The Hungry Thing*. Illus. by Richard E. Martin.Follett, 1967.
The "hungry thing" wants to be fed "shmancakes" (pancakes), "tickles" (pickles), "hookies" (cookies), and other foods.

Easy-to-Read Books that Feature Language Play

Quackenbush, Robert. "Miss Mallard Mystery" series:
------. *Bicycle to Treachery*. Prentice Hall, 1985.
------. *Cable Car to Catastrophe*. Prentice Hall, 1982.
------. *Gondola to Danger*. Prentice Hall, 1983.
------. *Stage Door to Terror*. Prentice Hall, 1985.
------. *Stairway to Doom*. Prentice Hall, 1983.

Wiseman, Bernard. Morris Has a Cold. Dodd, 1978.
------. *Morris Goes to School. Harper and Row, 1970.*

Yolen, Jane. *Commander Toad and the Big Black Hole*. Coward, 1983.
------. *Commander Toad and the Dis-asteroid*. Coward, 1985.
------. *Commander Toad and the Intergalactic Spy*. Coward, 1986.
------. *Commander Toad the the Planet of the Grapes*. Coward, 1982.
------. *Commander Toad in Space*. Coward, 1980.
All illustrated by Bruce Degen. Booklist says, "Any beginning to read book with brave space explorers, a ship named "Star Warts," and a monster who calls himself Deep Wader would be popular by almost any definition." Froggy puns and wordplays cleverly spoof sci-fi favorites, with references to E.T.T. and Agent 007½.

SECTION 6

Idioms (Figures of Speech)

Idioms pose virtually no problems for some readers, but can be stumbling blocks for other students who may have developed the habit of expecting words to only have literal meanings. Some children can both use and understand such expressions in oral communication, but are still confused when they attempt to read them. (E.A. Holmes, unpublished Master's Thesis, University of Oklahoma, 1959). Limited English Proficiency students also find idioms especially confusing.

Sharing and discussing the following books can be an enjoyable way to reinforce the understanding of idioms.

NOTE: *The Reading Teacher's Book of List* (Prentice Hall, 1985) provides two resource lists: "Idiomatic Expressions" and Common Word Idioms."

Books Featuring Idioms (Figures of Speech)

Abel, Alison M. *Make Hay While the Sun Shines.* Illus. Shirley Hughes. London: Faber & Faber, 1977.
33 figurative expressions, each briefly explained and illustrated.

Cox, J.A. *Put Your Foot in Your Mouth.* Illus. Sam Q. Weissman, Random, 1980.
Explains common idioms and how they evolved.

Folsom, Marcia and Michael. *Easy As Pie: A Guessing Game of Sayings.* Clarion, 1985.
Common figures of speech are illustrated and arranged alphabetically by the final word of the saying in a guessing game format.

Hughes, Shirley, *Over the Moon: A Book of Sayings.* London: Faber & Faber, 1980.
Non-didactic explanations of the intended meaning of such figurative expressions as "raining cats and dogs" with humorous literal drawings. A perfect pattern for a class-created idiom book.

Krensky, Stephen. *Castles in the Air and Other Tales.* Illus. Warren Lieberman. Atheneum, 1979.
Five cliches are woven into stories: "Barrel of Fun," "A Fine Kettle of Fish," "The Last Straw," and "Too Clever for Words."

Merriam, Eve. *Epanimondas.* Illus. Trina Schart Hyman. Follett, 1968.

Nevins, Ann and Dan. *From the Horse's Mouth.* Prentice Hall, 1977.
Humorous explanations and illustrations help show the historical background of several idioms.

Schwartz, Alvin. *Chin Music: Tall Talk and Other Talk.* Illus. John O'Brien. Lippincott, 1979.
A collection of American folk idioms and their meanings.

Terban, Marvin. *In a Pickle and Other Funny Idioms.* Illus. Guilio Maestro. Clarion, 1983.
An explanation and the historical background of common idiomatic expressions, combined with humorous illustrations.

Thayer, Jane. *Try Your Hand.* Illus. Joel Schick. Morrow, 1979.
How many idioms can you think of referring to parts of the body?
Give the guy a HAND? Put your money where your MOUTH is? FOOTloose and . . .?
14 Riddles featuring the word "hand" plus several more expressions.

Multiple Meanings (Homographs)

Homographs are words that are spelled alike but have different meanings. Technically, homographs are different than multiple meaning words in that they have different origins as well as different meanings. (Fry, *The Reading Teacher's Book of Lists).*

Although they have identical spellings, these words sometimes differ in pronunciation, either by a difference in accent (pro'duce/pro.duce') or by a difference in both accent and syllabication (re bel'). Since pronunciation and meaning clues are only found within the contextual usage of the words, most of these homographs/multiple meanings are learned by ear: the word must "sound right" within the sentence context.

Sharing books such as the following may help students master and understand these words.

Books Featuring Multiple Meanings (Homographs)

Basil, Cynthia. *Nailheads and Potato Eyes. A Beginning Word Book.* Illus. by Janet McCaffery. Morrow, 1976.
A riddle book for learning new meanings of familiar words. Compares the parts of the body with parts of inanimate objects, like potato eyes, nail heads, and airplane bellies.

Behrens, June. *What Is A Seal?* Photos by M. & T. Grimm. Jay Alden Publ., 1975.

What is a trunk?	A trunk is an elephant's nose.	(picture)
	(picture)	A trunk is a box for clothes.

Hanson, Joan. *Words that Look the Same: Homographs.* Lerner, 1972.

------. *Homographic Homophones.* Lerner. 1973.
Subtitle: "Bow and bow and other words that look the same but sound as different as sow and sow." Whimsical cartoon illustrations.

Parish, Peggy. *Amelia Bedelia.* Harper, 1963.
------. *Thank You, Amelia Bedelia.* Harper, 1964.
------. *Amelia Bedelia Helps Out.* Greenwillow, 1979.
------. *Come Back, Amelia Bedelia.* Harper & Row, 1971.
------. *Good Work, Amelia Bedelia.* Greenwillow, 1976.
------. *Amelia Bedelia and the Surprise Shower.* Harper & Row, 1966.
------. *Teach Us, Amelia Bedelia.* Greenwillow, 1977.
------. *Play Ball, Amelia Bedelia.* Harper & row, 1972.
The reigning queen of misunderstanding multiple meaning words, Amelia Bedelia "dresses the chicken" by putting clothes on it and "dusts the furniture" by sprinkling dusting powder around.

Thayer, Jane. *Try Your Hand.* Illus. by Joel Schick. Morrow, 1979.
Over a dozen figures of speech that feature the word "hand."

Homonyms

Homonyms are words which sound exactly alike but are (usually) spelled differently. They are used in many jokes and riddles that play on words. They are potential sources of trouble to immature readers since their meanings may be confused or not understood. Often, such readers will get meaning from hearing homonyms in speech ("He felt weak for a week," or "See the ship on the sea"), but they may not recognize all the written symbols.

Sharing and discussing some of the following books can be a fun way to reinforce the understanding of homonyms.

NOTE: A valuable teacher resource list of homophones and homographs (as well as lists of words in other language-related categories) can be found in: Fry, Edward, Fountoukidis, D.L., and Polk, J.K. *The NEW Reading Teacher's Book of Lists*. Prentice Hall, 1985.

Books Featuring Homonyms

Basil, Cynthia. *How Ships Play Cards*. Illus. Janet McCaffery. Morrow, 1980.
Clever riddles introduce fourteen homonyms; the solutions point out similarities between the homonyms and the differences in meaning.

Bossom, Naomi. *A Scale Full of Fish, and Other Turnabouts*. Greenwillow, 1979.
Ten pairs of homonym phrases are presented, like: "tug on a rope/rope on a tug" and "water in the sink/sink in the water." The author invites readers to create similar pairs of words.

Clifford, Eth. *A Bear Before Breakfast*. Putnam's, 1962.

Gwynne, Fred. *A Chocolate Moose for Dinner*. Dutton, 1973.
------. *The King Who Rained*. Windmill Press, 1970.
"Classics" that kids love, featuring literal drawings of the incorrect homonym, i.e., chocolate 'moose.' A group of third graders howled over these books, but they missed the play on words until discussion and questioning led them to appreciate the word play as well as the "funny pictures."

Hanlon, Emily. *How a Horse Grew Hoarse on the Site Where He Sighted a Bare Bear*. Delacorte, 1976.

Hanson, Joan. *Words That Sound the Same: Homonyms*. Lerner, 1972.
------. *More Words that Sound the Same*. Lerner, 1973.
------. *Still More Homonyms*. Lerner, 1974.
Subtitle: "Hare and hair and other words that sound the same but look as different as bear and bear." Simple, whimsical, full-page cartoons.

Maestro, Guilio. *What's Mite Might? Homophone Riddles to Boost Your Word Power*. Houghton Mifflin, 1986.
Sixty riddles to exercise your mind and build your vocabulary. "When does the weight wait? When you put off going on a diet." Clues to the meaning are found in the exuberant illustrations.

Terban, Marvin. *Eight Ate: A Feast of Homonym Riddles*. Clarion, 1982.
Full page illustrations highlight the differences in meaning of a pair of homonyms.

White, Mary Sue. *Word Twins*. Pics by Stan Palczak. Abingdon, 1961.

Wiseman, Bernard. *Morris Goes to School* Harper & Row, 1970.
As students learn the alphabet, Morris mistakes the names of the letters for homonyms: 'B' for bee, 'C' for sea, and 'I' for eye.

Antonyms

Some children have trouble with antonyms. They may understand the concept in speaking and listening, but have difficulty identifying antonyms in written work. Part of the trouble such children have is due to limited language facility in general.

Rather than assigning workbook pages or other written work on antonyms, more meaningful assignments could include reading the following books and (1) identifying 5 or 10 more pairs of opposites beyond the ones illustrated in the book, or (2) identifying pairs of objects that have opposite characteristics, like bricks (hard) and pillows (soft), ice (cold) and fire (hot), or rabbits (fast) and turtles (slow). This second assignment is particularly applicable as a follow-up to Peter Spier's *Fast-Slow, High-Low*.

Books Featuring Antonyms

Burningham, John. *John Burningham's Opposites*. Crown, 1986.
What's dry gets wet, what's noisy becomes quiet in this book of contrasts.

Crother, Robert. *The Most Amazing Hide-and-Seek Opposites Book*. Viking, 1985.
This pop-up book blends learning with fun as jungle animals pop out of trees, lakes, and rivers to teach the concept of opposites.

Hanson, Joan. *Words That Are Different: Antonyms*. Lerner, 1972.
------. *More Antonyms*. Lerner, 1973.
------. *Still More Antonyms*. Lerner, 1974.
"Hot and cold and other words that are as different as night and day." Amusing illustrations are used to show the difference in meaning between a number of words. Have students use the books as patterns for creating their own classroom antonym book.

Herfter, Richard. *Yes and No: A Book of Opposites*. Strawberry, 1975.

Hoban, Tana. *Push, Pull, Empty, Full: A Book of Opposites*. Macmillian, 1972.
Photos illustrate opposites.

Hughes, Shirley. *Bathwater's Hot*. Lothrop, 1985.
------. *All Shapes and Sizes*. Lothrop, 1986.
A little girl discovers opposites.

Hulme, Susan. *Let's Look for Opposites*. Coward, 1984.
A concept book with photos and short, simple text.

McMillan, Bruce. *Becca Backward, Becca Forward*. Lothrop, 1986.
Photos of a girl involved in various activities illustrate simple opposites such as above/below; full/empty; big/small.

McMillan, Bruce. *Here A Chick, There A Chick. A Concept Book*. Lothrop, 1978.
Clear, close-up photos of a newly hatched chick illustrate opposites. A "Children's Choice" book and an ALA Notable Book.

McNaughton, Colin. *At Home: A Book of Opposites*. General, 1982.
Chubby twins illustrate common pairs of antonyms. Cardboard books.

Maestro, Betsy and Guilio. *Traffic: A Book of Opposites*. Crown, 1981.
Follow the little car's journey as it goes over the bridge and under a bridge, creeps in slow traffic and moves fast on the highway. An ALA Notable Book and the winner of 3 other national book awards.

Merriam, Eve. "Argument" in *A Sky Full of Poems*. Dell, 1986.
Use this poem as a pattern: Can students create a poem with antonyms?

Spier, Peter. *Fast-Slow, High-Low: A Book of Opposites*. Doubleday, 1972.
Pictures in pairs represent opposite qualities; some are very subtle. No text except for headings: Have students think of a sentence using the antonyms and describing the picture, such as: "The plane flies over the ocean; the submarine travels under the ocean."

Wilbur, Richard. *Opposites*. Harcourt, 1973.
A book of imaginative poems that will cause students to think to uncover the opposites that the author describes. A good example of divergent thinking.

SECTION 7

Alliteration

Alliteration is a delightful, ear-tickling literary device. Exposure to literature rich in alliteration should build students' awareness of and skill with this device.

The following books highlight alliteration. Many can be used as patterns--examples for students to work from in expanding the idea with their own creativity. A fun way to play with language; an ideal language extension activity!

Book Featuring Alliteration

Bayley, Nicola. *One Old Oxford Ox*. Atheneum, 1977.
"Three thick thumping tigers taking toast for tea." Have students try creating their own alliterative counting phrases.

Barrett, Judi. *A Snake Is Totally Tail*. Atheneum, 1983.
28 animals are conceptualized with adverbial alliterations highlighting the animal's outstanding feature: a bird is . . . fundamentally feathers . . . a snail is . . . solidly shell . . . a camel is . . half humps. Once students have caught on to the pattern, can they guess what is "specifically stripes?" "essentially ears?" "quantities of quacks?" Can they create their own two-word alliterative descriptions?

Brown, Marcia. *Peter Piper's Alphabet*. Scribners, 1959.
Reading this orally without stumbling over the alliterative tongue twisters can be difficult!

Carle, Eric. *All About Arthur, An Absolutely Absurd Ape*. Watts, 1974.
Arthur the ape travels to Atlanta . . .each letter of the alphabet greets a new city and new friends that Arthur meets.

Hilgartner, Beth. *Great Gorilla Grins: An Abundance of Animal Alliterations*. Illus. by Leslie Morrill. Little, Brown, 1977.
Describes twenty animals and is good for building listening vocabulary: "Prim penguins parade and pose in perfect pomp, puffed up with pride and importance."

Nedobeck, Don. *Nedobeck's Alphabet Book*. Children's Press, 1981.
Alliterative verse-sentences are aligned vertically with the beginning sound printed in boldface type. The format emphasizes the concept:

"Alvin
Alligator sits in
An
Armchair eating
An
Apple."

Obligado, Lillian. *Faint Frogs Feeling Feverish*. Viking, 1983.
"Cheerful, humorous addition to the ABC collection." (*Booklist*)

Schwartz, Alvin. *Busy Buzzing Bumblebees and Other Tongue Twisters*. Illus. Kathie Abrams. Harper & Row, 1982.
One to a page, illustrated cartoon-like. An "I Can Read." Some tongue twisters are alliterative, others repeat vowel sounds, like: "If Stu chews shoes, should Stu choose the shoes he chews.?"

------. *A Twister of Twists in a Tangler of Tongues*. Lippincott, 1972.

Terban, Marvin. *I Think I Thought and Other Tricky Verbs*. Illus. Guilio Maestro. Clarion, 1984.
In humorous, alliterative, rhyming couplets, the present and past tenses of thirty irregular verbs are presented.

Books Featuring Onomatopoeia

Allen, Pamela. *Bertie and the Bear*. Coward, 1984.
A little boy runs to escape being caught by a bear, and his friends make in-cred-ible noises to shoo the beast away. A clamor of sound explodes from the page: the King BLAHS on his trumpet, the Admiral GONGS on the gong, and the General TOOTS on his flute. The cacophony resounds through appropriately enlarged print. (*Language Arts* review source)

Brown, Margaret Wise. *Shhhh--BANG!! A Whispering Book*. Harper, 1943.
The story of a town where everything whispered until one day a little boy came to this town. Size type variations indicate the whispered onomatopoetic words.

Brown, Margaret Wise. *The Noisy Book*. Illus. Leonard Weisgard. Harper, 1939.
Muffin hears: tick-tock (clock), snip snap (scissors), bzzz (fly), kerchoo (sneeze), clop clop (horses' hooves), etc.

Burningham, John. *Noisy Words* Series: *Slam Bank, Jangle Twang, Cluck Baa, Skip Trip, Sniff Shout, Wobble Pop*. Viking, 1986.
Onomatopoetic words are illustrated.

Clearly, Beverly. *Hullabaloo ABC*. Illus. Earl Thollander. Parnassus, 1960.
Aha! Boo! Cock-a-doodle-do! Clatter! Ding-dong! Echo . . . Kerchoo, etc.

Hughes, Shirley. *Noisy*. Lothrop, 1985.

Lemieux, Michele. *What's That Noise?* Morrow, 1985.
Repetition of animal and other onomatopetic sounds make this a good read-aloud.

LeTord, Bijou. *ABC: An Alphabet of Sounds*. Four Winds Press, 1981.
Arf! Boo! Click! etc.

Merriam, Eve. "Onomatopoeia" in *A Sky Full of Poems*. Dell, 1986.

Reid, Alistair. *Ounce, Dice Trice*. Illus. Ben Shahn. Gregg, 1980.
A whimsical collection of onoatopoetic words.

Richter, Mischa. *Quack?* Harper, 1978.
Entire text is composed of cartoon bubbles featuring animals sounds.

Spier, Peter. *Crash!! Bang!! Boom!* Doubleday, 1972.
Captures the visual essence of a variety of sounds coming from inanimate objects.

------. *Gobble, Growl, Grunt*. Doubleday, 1971.
Text consists of sounds each animal makes.

Books Featuring Similes

Asch, Frank. *I Can Blink*. Crown, 1986.
------. *I Can Roar*. Crown, 1986.
"Roar like a lion" "squeak like a mouse" "snap like a turtle" are similes that are featured in these books that also have precut holes in the center for children to hold up to their faces to "become" the animal mentioned. Use as a pattern book for older students to create more similes to share with younger students.

Krauss. Robert. *My Son the Mouse*. Windmill, 1977.
Cliche similes are used by a mother mouse to describe her son: "Is he brave?" "Like a lion!" "Is he gentle?" "Like a lamb!" Since such common expressions are used, students can guess the comparisons. Have students rewrite, using more original comparisons.

Lewin, Hugh. *Jafta*. Carolrhoda, 1983.
"When I'm happy . . . I purr like a lion cub . . . jump like an impala . . . grumble like a warthog . . ." A young South African boy tells of his feelings by comparing them to the animal life he knows living around him. (*Language Arts* review)

Merriam, Eve. "Simile: Willow and Gingko" in *A Sky Full of Poems*. Dell, 1986.
------. "Simile" and "Cliche" in *It Doesn't Always Have to Rhyme*. Illus. by Malcolm Spooner. Atheneum, 1964.
Use "Cliche" as a companion to Krauss' *My Son the Mouse*.

Ormerod, Jan. *Just Like Me*. Lothrop, 1986.

-------. *Our Ollie. Lothrop, 1986.*
Baby brother is "bald like an eagle . . .toothless like a frog . . ." "Paddle like a duck" "Jump like a kangaroo" "yawn like a hippopotamus."

SECTION 8

Parts of Speech

Workbook assignments on the part of speech are often dull drudgery for students. Why not substitute an activity based on one of the books listed below, instead? For example, Hazel Edwards' *There's A Hippopotamus On Our Roof Eating Cake* features the hippo eating cake,riding a bike, taking a shower, and watching TV after bedtime--have students make a list of verbs from the story.

The same idea can be incorporated into the study of prepositions or adjectives, with some books that highlight those parts of speech included below.

Books that Reinforce Learning the Parts of Speech: Adjectives

Boynton, Sandra. *A is for Angry. An Animal and Adjective Alphabet.* Workman, 1983.
Alliteratively described animals introduce the letters of the alphabet. Use as a pattern book in any grade when studying adjectives: Can students make up their own adjective alphabet?

Duke, Kate. *Guinea Pig ABC.* Dutton, 1983.
Cartoon-like guinea pigs are described alphabetically: awake, bouncy, clean, dirty, empty, ferocious, greedy, etc. Use as a pattern.

Hoban, Tana. *A Children's Zoo.* Greenwillow, 1981.
Each color photo of an animal is accompanied by a structured three-word text: 2 adjectives and one verb. ZEBRA: striped/black-and-white/gallops; PENGUIN: black/white/waddles; LION: strong/shaggy/roars. Have students use the same pattern to create more examples.

Maestro, Betsy and Guilio. *On the Go: A Book of Adjectives.* Crown, 1979.
"This attractive, diminuitive book, presenting 29 common adjectives, will be useful to parents and teachers of slow or recalcitrant learners, thanks to the lively illustrations . . . which elucidate the concepts via humor-laden activities . . . " (*School Library Journal*).
" . . . reading teachers will find that the cartoon drawings . . . make this also usable with older children needing vocabulary practice." *(Booklist)*

Books that Reinforce Plural Nouns

Terban, Marvin. *Your Foot's on My Feet! And Other Tricky Nouns.* Illus. Guilio Maestro. Clarion, 1986.
Tongue-twisting verses make it fun to learn the correct plurals of over ninety irregular nouns, even those with more than one plural form.

Books that Reinforce Learning the Parts of Speech: Verbs

Burningham, John. *Noisy Words* Series: *Cluck Baa, Jangle Twang, Slam Bang, Skip Trip, Sniff Shout, Wobble Pop.* Viking, 1986.
"A series of verbs, each illustrated with a picture that demonstrates the action . . . useful vocabulary builders." *(Booklist)*

Hoban, Tana. *Dig, Drill, Dump, Fill.* Greenwillow 1975.
Black and white photos show heavy machinery in action. Have students make a list of the action words that the photos portray.

McMillan, Bruce. *Kitten Can . . . A Concept Book.* Lothrop, 1984.
A collection of verbs describe the agile abilities of a kitten: "Kitten can climb, cling, crawl, and crouch." Kitten in photos demonstrates the meaning of the verbs. What else can a kitten do?

Maestro, Betsy and Guilio, *Busy Day. A Book of Action Words.* Crown, 1978.
Circus characters are depicted in -ing actions: eating, dressing, working, resting . . . "The text will serve admirably for the development of sight vocabulary reading skills." *(School Library Journal)*

Maestro, Betsy and Guilio. *Camping Out.* Crown, 1985.
"The book not only celebrates the joy of camping, it also celebrates the joy of verbs" as illustrated activities include packing, loading, driving, in loading, etc. *(Horn Book).* Have students list the -ing verbs.

Pienkowski, Jan. *I'm Frog.* Little Simon (Schuster), 1985.
------. *I'm Cat.* Little Simon, 1985.
"List verbs from the book that describe the actions of the frog or the cat."

Books that Reinforce Prepositions

Banchek, Linda. *Snake In, Snake Out.* Illus. Elaine Arnold. Crowell, 1978.
Illustrates four pairs of opposite prepositions through the antics of a pet snake and a parrot.

Berenstain, Stanley. *Inside, Outside, Upside, Down.* Random House, 1968.

Dunrea, Olivier. *Mogwogs on the March!* Holiday House, 1985.
Children can practice over/under/through/up/down concepts as they follow the Mogwogs' journey over bridges, through the woods, Mogwogs on the march!

Hefter, Richard. *Noses and Toes.* Larousse, 1974.
Rhyme concepts up/down, in/out.

Hoban, Tana. *Over, Under, and Through, and Other Spatial Concepts.* Macmillan, 1973.
Photos illustrate twelve basic spatial positions. For developing language skills, ask students to produce a complete sentence describing the photo: "The strawberries are IN the basket."

Ormerod, Jan. *Reading.* Lothrop, 1985.
Baby climbs and crawls over, under, through, etc.

Pape, Donna. *Jack Jump Under the Candlestick.* Whitman, 1982.
A girl changes the rhyme to say "under" instead of "over"

Pienkowski, Jan. *I'm Panda.* Little Simon Schuster, 1985.
------. *I'm Mouse.* Little Simon Schuster, 1985.
Extend lessons on prepositions by using these as pattern books. Have students illustrate their own animal preposition books.

SECTION 9

Books About the Act of Reading

Bauer, Caroline Feller. *Too Many Books.* Illus. by Diane Paterson. Warne, 1984.
The fanciful story follows Maralou's discovery of books and her subsequent insatiable love of books that infects the whole town.

Bruna. Dick. *I Can Read.*

Cohen, Miriam. *When Will I Read?* Illus. Lillian Hoban. Greenwillow, 1977.
Some children in the first grade class could read, and some simply remembered what was under each picture. Jim, impatient to begin reading, knew what all the signs in the classroom said, but that was not reading. "It will happen when you are ready," said the teacher.

Fritz, Jean. *The Man Who Loved Books.* Putnam, 1981.

Funk, T. *I Read Signs.* Holiday House, 1962.

Hoban, Lillian. *Arthur's Prize Reader.* Harper & Row, 1978.
Arthur "helps" Violet learn to read hard words.

Hoban, Tana. *I Read Signs.* Greenwillow, 1983.
------. *I Read Symbols.* Greenwillow, 1983.
------. *I Walk and Read.* Greenwillow, 1984.
Familiar signs and international symbols are photographed.

Hutchins, Pat. *The Tale of Thomas Mead.* Greenwillow, 1980.
In rhyme, this read-alone book points out the hazards of being a non-reader. One child declared, "It tells that you should learn to read or else." The repeated phrase, "Why should I?" even appears on the last page, this time referring to Thomas' not wanting to stop reading. A "Children's Choice."

Lexau, Joan. *Olaf Reads.* Dial, 1961.
Olaf mails a letter in a "litter" basket, and so on.

McPhail, David. *Fix-It.* Dutton, 1984.

Maestro, Betsy and Guilio. *Harriet Reads Signs and More Signs.* Crown, 1981.
While skating to her Grandmother's house, Harriet observes signs of every sort. "The lesson in learning common signs is bolstered by sure touches of child appeal . . . This is very well conceived and deftly executed." *(Booklist).*

Ormondroyd, Edward. *Broderick.* Illus. by John Larrecq. Houghton Mifflin, 1984.

Books About Reading Ability

Cone, M. *Call Me Moose.* Houghton Mifflin, 1978.

Duvoisin, Roger. *Petunia.* Knopf, 1950.
Silly goose Petunia thinks that just owning a book makes her wise. In the end, she discovers that what's inside the book is what counts, and she resolves to learn to read.

Giff, Patricia Reilly. *Next Year I'll Be Special.* Illus. Marilyn Hafner. Dutton, 1980.
The book is dedicated to ". . . teachers who make children feel special." Giff is a reading consultant and a former elementary teacher.

Giff, Patricia Reilly. *Today Was a Terrible Day.* Viking, 1980.

Gilson, Jamie. *Do Bananas Chew Gum?* Lothrop, 1980.
Reading disability almost costs a boy his babysitting job and his self-respect. A touching story that ends satisfactorily.

Greenwald, S. *It All Began With Jane Eyre, or the Secret Life of Franny Dillman.* Little, Brown, 1980.

Kline, Suzy. *Herbie Jones.* Illus. Richard Williams. Putnam, 1985.
"A funny and true-to-life story of two boys features Herbie and Raymond, who want to get out of the Apples, the lowest reading group in the third grade. Herbie's problems seem to center more on motivation than ability . . . Raymond is more of a problem case . . . Kline has been teaching elementary school for twelve years and it's obvious she's been paying close attention." *(Booklist)*

Stanek, Muriel. *My Mom Can't Read.* Pictures by Jacqueline Rogers. Whitman, 1986.
When Tina asks her mother for help in first-grade reading, she discovers that her mother can't read. A concerned teacher helps them find tutors and they both learn to read. A sensitive subject handled well, with realistic drawings.

SECTION 10

Ideas for Using Books to Reinforce Other Reading Skills

Reinforcing Structural Analysis: Compound words, Prefixes, Suffixes

Basis, Cynthia. *Breakfast in the Afternoon.* Illus. Janet McCaffery. Morrow, 1980.
Discusses how two words are put together to form compound words.

Degan, Bruce. *Jamberry.* Harper, 1983.
Have students look for all the compound words (especially the "berry" words). "Make a list of as many as you can find." A "Children's Choice" book.

Klein, Leonore. *Old, Older, Oldest.* Hastings House, 1983.

Merriam, Eve. "Beware, or Be Yourself" in *A Sky Full of Poems.* Dell, 1986.
Emphasizes the prefix "be-."

Reinforcing Context Clues

Balian, Lorna. *Humbug Potion: An A-B-C Cipher.* Abingdon, 1984.
Witch adds ingredients to her recipe in alphabetical order; each ingredient is written in code. Picture clues, initial letter clues, and sentence context clues can be used to guess the coded word before deciphering.

Weinberg, Larry. *Guess A Rhyme*. Random House, 1982.
The final rhyming word of each poem is omitted.

Reinforcing Fact/Opinion

Simon, Seymour. *Animal Fact/Animal Fable*. Illus. Diane deGroat. Crown, 1979.
Pages are paired, with the belief stated on the right hand page; the reader then turns the page to find out whether it is factual information or an erroneous belief. "Every entry is a surprise in the best kind of book--one that entertains while it educates." *(Publisher's Weekly)*

Reinforcing Main Idea

Brown, Margaret Wise. *The Important Book*. Harper, 1949.
Each characteristic of an object is only one detail about the object; the essence of the item ("... but the important thing about a _____is ...") is the main idea.

Reinforcing Cause-Effect

Barton, Byron. *Buzz, Buzz, Buzz*. Puffin, 1979.
An amusing cause-and-effect cycle that begins and ends with a bee buzzing.

Christian, Mary. *Nothing Much Happened Today*. Addison Wesley, 1973.
Mom comes home to find bubbles billowing out of the house: "What happened?!" She is told that they (her kids) must have used too much soap to wash the dog who spilled the sugar when he was chasing the cat (they don't own a cat), who got in the house when the window was opened to let out the smoke . . . !!! Perfect for cause-effect matching game.

Books that Reinforce Sequence or the concept of Time

Carle, Eric. *The Very Hungry Caterpillar*. World, 1960.
The classic days-of-the-week counting book. Adapt the text for a new version: "On Monday he ate through one _____, but he was still hungry."

Christian, Mary. *Nothing Much Happened Today*. Addison Wesley, 1973.
Mom comes home to find bubbles billowing out of the house: "What happened?!" Have students listen carefully to retell the story events from beginning to end.

Domanska, Janina. *Busy Monday Morning*. Greenwillow, 1985.
The verses of this folk song name the days of the week as well as the steps in the harvesting process. Brief, repetitive text only changes two or three words from verse to verse, and so encourages beginning readers by its predictability. Young children will enjoy pantomiming the action. (*Language Arts* review source).

Gillham, Bill. *What Happens Next?* Photos by Jan Siegieda. Putnam's, 1985.
"It's starting to snow . . . what happens next? We make a snowman!" Use the book as a pattern for student-created "What Happens Next?" books.

Maestro, Betsy and Guilio, *Through the Year With Harriet.* Crown, 1985.
In a story designed to teach the months of the year and coordinate them with the changes in seasons, readers see Harriet the elephant engaged in activities such as making a snowman in January, ice-skating in February, etc.

Tafuri, Nancy. *All Year Long.* Greenwillow, 1983.
Pictures show various seasonal activities on different days of the week throughout the months of the year. Text is in very large print, with the only words being the days of the week, the months of the year, and a few functions words.

Zolotow, Charlotte. *Over and Over.* Illus. by Garth Williams. Harper, 1957.
Story highlights the sequence of months and holidays throughout the year.

Books that Reinforce Following Directions

Brown, Marc. *Hand Rhymes.* Dutton, 1985.
Easy-to-follow drawings detail the hand movements of fourteen entertaining hand games that animate children's rhymes.

Martin, Liz. *Viking Little Chef Series: Making Pizza, Making Muffins, Making Pretzels, Making Chocolate Chip Cookies.* Viking, 1986.
Each book features one recipe, with one direction per page. Bold, clear, easy-to-follow line illustrations.

Nakano, Dokuihtel. *Easy Origami..* Translated by Eric Kenneway. Viking, 1986.
The Japanese art of paper folding is made easy and fun with easy-to-follow, step-by-step illustrations.

O'Conner, Karen. *Try These On For Size, Melody!* Photos Douglas Emry. Dodd, 1983.
The steps involves in shoeing a horse are explained in easy-to-understand text and close-up black and white photos.

Parish, Peggy. *Beginning Mobiles.* Illus. Lynn Sweat. Macmillan, 1979.
"A project book for readers in the primary grades is simple, explicit, and nicely illustrated with the diagrams in step-by-step format . . . None of the materials required is expensive or difficult to get . . ." (*Booklist)*

Rockwell, Harlow. *I Did It.* Macmillan, 1974.
"Four children describe, in first-person narrative, their methods for making a paper-bag mask, a bean and seed picture . . . (etc.) . . . this book's unusual approach, combining a beginning-to-read text with uncomplicated suggestions, lends itself readily to independent work by young children."

Seidelman, James E. and Mintonye, Grace. *Shopping Cart Art.* Macmillan, 1973.
Creativity with everyday materials: how to make potato prints, puppets, etc.

West, Robin. *Far Out: How to Create Your Own Star World.* Photos by Bob and Diane Wolfe. Drawings by Priscilla Kiedrowski. Carolrhoda, 1987.
Instructions for using household materials to make an astroshuttle, a meteor man, and a lunarcolony computer. Steps enumerated; clear and concise directions and helpful drawings plus photos.

Williams, Vera. *Three Days on a River in a Red Canoe*. Greenwillow, 1980.
Directions are given for tying knots, building a fire, cooking, etc.

Map Reading

Alexander, Lloyd. *The High King*. Map by Evaline Ness. Holt, 1968.
The endpapers map the territory in which the heroes of the story search for their identity and contend with evil forces. Trace the action of the story on the map as you read aloud.

Cartwright, Sally. *What's in a Map?* Illus. Dick Gackenbach. Coward, 1976.
"This introduction to maps stresses relationships through a sensory approach to children's everyday world." (*School Library Journal*) A Notable Children's Trade Book in Social Studies.

Knowlton, Jack. *Maps and Globes*. Pictures by Harriet Barton. Harper & Row, 1985.
Simple explanation of how to read maps and globes, and an introduction to the many different types there are. Very readable format: large type, short paragraphs with main idea headings.

Madden, James F. *The Wonderful World of Maps*. Hammond, 1979.
Illustrations help form ideas of distance, direction, location.

Milne, A.A. *Winnie the Pooh*. Illus. Ernest H. Shepard. Dutton, 1926.
Endpapers show the map the the 100-Aker wood. Project the map onto a wall to make an effective mural on which children can plot the routes the characters take as you read the story aloud.

To reinforce map reading skills: Draw a map of the imaginary setting of your book as you envision it. Mark the location of significant events in the story showing what incidents occurred where.

Developing Vocabulary

How recently have you heard a student refer to something as "that thingamajig over there"? The difficulty students (and even adults) have in articulating and communicating their intentions can be attributed to an insufficient vocabulary, limited language facility in general, or lack of a precise vocabulary.

An emphasis on using precise words and terminology is important to the development of a large and powerful vocabulary. The following books call attention to the use of precise words.

In addition to the following books, wordless picture books are an ideal source of language development. Have students retell a story verbally from the picture clues as an oral language exercise. They will be developing important reading and language skills as they "read" the pictures carefully and sequentially.

Books that Emphasize Precise Vocabulary

Aliki. *Feelings*. Greenwillow, 1984.
"Children often have difficulty articulating their emotions. That fact is the underpinning for Aliki's catalog of feelings . . . " (*ALA Booklist*). A "Reading Rainbow" book.

Burningham, John. Noisy Word series: *Slam Bang, Jangle, Twang, Cluck Baa, Skip Trip, Sniff Shout, Wobble Pop*. Viking, 1986.

DeSantis, Kenny. *A Doctor's Tools*. Photos by Patricia A. Agre. Dodd, 1985.
Specific names for the instruments doctors use during check-ups.

Gibbons, Gail. The *Boat Book*. Holiday House, 1983.
Different kinds of boats have specific names.

Hoban, Tana. *More Than One*. Greenwillow, 1981.
Collective nouns suggest more than one of an object, such as stack, bundle, heap, flock, team. Alongside the word that describes the most obvious concept are 9 other collective nouns. How many of them apply to each picture?

Hoberman, Mary Ann. *A House is a House for Me*. Illus. Betty Fraser. Viking, 1978.
In rhyme, lists the dwellings of various animals and other things--hive, web, coop, sty, kennel, hutch, castle, etc. What other houses can students add to Hoberman's list?

Hunt, Bernice Kohn. *The Whatchamacallit Book*. Illus. Tomie dePaola. Putnam's, 1976.
Sample section headings: "Doojiggers You Might Be Wearing Right Now," "Gizmos You Might See Around the House," "Whadyacallits You Might See Outside." The reader is invited to name the elusive words for dozens of definitions. Have students contribute drawings to a "Whatchamacallit" bulletin board.

Rockwell, Anne. *Big Wheels*. Dutton, 1986.
Bulldozers, power shovels, cranes, cement mixers, tractors, etc.

Wildsmith, Brian. *Fishes*. Franklin Watts, 1968.
Each drawing is captioned with the term used for a group of that species, i.e., a stream of minnows, a hover of trout, etc.

Yabuuchi, Masayuki. *Whose Baby?* Philomel, 1985.
Animal parents and babies, with gender specific names.

Ziefert, Harriet and Henrik Drescher. *All Clean!* Harper & Row, 1986.
------. *All Gone!* Harper & Row, 1986.
------. *Run! Run!* Harper & Row, 1986.
------. *Cock-A-Doodle-Doo!* Harper & Row, 1986.
How many different words can students think of to say "eat?" Nobble, dine, gulp, graze, snack, feast, lunch, munch, swallow, etc. are ones the authors use in *All Gone! All Clean* uses a variety of words to describe bathing; *Run! Run!* describes animals' actions; and *Cock-A-Doodle-Do* describes animals' sounds.

Dictionary/Thesaurus Study

Hall, Rich. *Sniglets*. Collier, 1984.
snig let (snig lit) n. any word that doesn't appear in the dictionary,but should. Can students create a classroom sniglet dictionary?

Krauss, Ruth. *A Hole is to Dig*. Illus. M. Sendak. Harper, 1952.
Child-perceived definitions, such as "the world is so you have something to stand on." Can students create dictionaries patterned on this book?

Livingston, Myra Cohn. *A Learical Lexicon*. Pics by Joseph Low. Atheneum, 1985.
Witty and sophisticated verbal humor requires thorough familiarity with standard spelling and uses of the language. Can students create other whimsical inventions for each letter of the alphabet?

Merriam, Eve. *AB to Zogg. A Lexicon for Science Fiction and Fantasy Readers*. Atheneum, 1977.
In authentic dictionary format (entries, pronunciations, etymologies, definitions), facetious science fiction words seem recognizable.

Merriam, Eve. "Advertisement for Divertissement" in *A Sky Full of Poems*. Dell, 1986.
Challenge students: "Are all of these real words? Choose five words to look up in the dictionary, and be able to tell what the words mean via an illustration, an explanation, or in a contextual example that explains the meaning." Conduct a class discussion: were all the words real words?

Merriam, Eve. "Be My Non-Valentine" in *A Sky Full of Poems*. Dell, 1986.
The poem begins: "I have searched by thesaurus through to find a synonym for you . . . " Use the poem as a pattern; have students write both a "Be My Valentine" synonym poem and a "Be My Non-Valentine" synonym poem, using words they find appropriate in a thesaurus.

Merriam, Eve. "Floccinaucinihilipilification" in *A Sky Full of Poems*. Dell, 1986.
The title is a 29 letter word meaning "worthless." Merriam uses fourteen synonymic expressions in poem form to describe the word. Using the poem as a pattern, have students find a lengthy, obscure word in the dictionary. Highlight its meaning by finding synonyms in a thesaurus that describe the word; arrange in poetic form.

Rosenbloom, Joeseph. *Daffy Dictionary: Fun Abridged Definitions from Aardvark to Zuider Zee*.
Illus. by Joyce Behr. Sterling, 1977.
A humorous book of definitions with opportunities for word play.

Word Origins

Creating an interest in words is a key to fostering students' vocabulary development, yet an interest in anything must first come from an awareness of it. Teachers can build students' awareness of words and foster an interest in words by being enthusiastic about such study and sharing short selections from books such as the ones listed below. Enthusiasm in word study is contagious!

The following books would also be appropriate companions to dictionary study in the upper grades.

Books Featuring Word Origins

Adelson, Leone. *Dandelions Don't Bite. The Story of Words*. Illus. Lou Myers. Pantheon, 1972.
A discussion of the origin, spelling, and meaning of various words. Chapter title examples: "Cousins by the Dozens"--stories about how words are related; "Where Did They Come From?"--origins of words such as "jeans"; "Here To Stay"--imported words; and "Patchwords"--coined words.

Asimov, Issac. *Words from the Myths*. Illus. William Barss. Houghton, 1961.
How Greek myths gave rise to many words and expressions we use today. "The author's infectious enthusiasm and easy style will create an enthusiasm for word study." *(Forward)*

Asimov, Issac. *Words on the Map*. Illus. William Barss. Houghton, 1962.
Did you know that St. Louis, Louisiana, and Louisville were all named after a different King Louis?

Horowitz, Edward. *Words Come In Families*. Illus. Harold Montiel. Hart, 1977.

Kaye, Cathryn Berge. *Word Works: Why the Alphabet is a Kid's Best Friend*. Little, Brown, 1985.
Energetic, resourceful, inquisitive children will love this book.

Kohn, Bernice. *What a Funny Thing to Say*. Illus. R.O. Blechman. Dial, 1974.
Traces the origins of the English language: colloquialisms, slang, cliches, word games.

O'Neill, Mary. *Words, Words, Words*. Illus. Judy Piussi-Campbell. Doubleday, 1966.

Pizer, Vernon. *Take My Word For It*. Dodd, 1981.
Provides information on sources for many of the myriad eponyms that are part of the English language today--words derived from a person's name, like guillotine. Told in short, interesting, Paul-Harvey style stories.

Sarnoff, Jane. *Words: A Book About the Origins of Everyday Words and Phrases*. With Reynold Ruffins. Scribners, 1977.

Sorel, Nancy. *Word People*. American Heritage Press, 1970. Word origins.

Steckler, Arthur. *101 Words and How They Began*. Illus. James Flora. Doubleday, 1979.
------. *101 More Words and How They Began*. Doubleday, 1981.
Divided into categories of words: words about things we wear, words about the animal world, etc.

Creative Reading/Thinking

One important ability in developing thinking skills is the ability to create new uses for familiar objects. Such divergent thinking is important to problem solving skills. The ability to consider alternatives--the "what if's" and the "supposes"--will be critical to the future.

The following books will help students stretch their imaginations and broaden their thinking beyond the predictable.

Books Featuring Creative Thinking

Brandenburg, Franz. *What Can You Make of It?* Illus. Aliki. Greenwillow, 1977.
Uncle Alfred demonstrates that there are many things one can do with rubbish.

Crews, Donald. *Ten Black Dots*. Greenwillow, 1986.
What can be done with ten black dots? One can make a moon; two, a fox's eyes; eight, the wheels of a train. Can student use the pattern and illustrate new ideas?

Duke, Kate. *Clean-Up Day*. Dutton, 1986.
Mom's helper finds new--and exhausting, for Mom--uses for things like a pail of water and a vacuum cleaner. What new uses for everyday objects can students invent?

Gardner, Beau. *The Turn About, Think About, Look About Book*. Lothrop, 1980.
View each pattern from the four different perspectives to discover the metamorphoses caused by changes of position.

Gillham Bill. *What Can You Do?* Photos by Fiona Horne. Putnam, 1986.
Child is encouraged to see possibilities for creative play. "What can you do . . . with empty eggshells? Make a little boat!" Extend the idea of the book two ways: (1) Ask, "what ELSE could you do with empty eggshells?" (2) Have students continue the pattern with new objects, following the "what can you do . . . ?" format

------. *What's the Difference?* Photos by Fiona Horne. Putnam, 1986.
Paired photos encourage children to look for differences in pictures that are similar but not the same (example: a stuffed animal rabbit and a chocolate bunny).

Moffett, Martha. *A Flower Pot is Not a Hat*. Illus. Susan Perl. Dutton, 1972.
"A flower pot . . . a lamp shade . . . a frying pan is not a hat. If I put it on my head, it is . . ." "An empty box . . . a garbage pail . . . a coffee pot is not a drum. If I pound on it, it is . . ."

Radlauer, Ruth. *What Can You Do With a Box?* Illus. Jay Rivkin. Children's Press, 1973.
Boxes can be used for hiding, making window gardens, sliding downhills, etc.

Van Allsberg, Chris. *The Mysteries of Harris Burdick*. Houghton, 1984.
"Fourteen intriguing illustrations comprise the text, each with title and first line. The rest of the page is blank--an irresistible lure for readers to complete the story in their imagination, orally or in writing." *(Greenlaw)*

Drawing Conclusions/Inferential Thinking

A current emphasis in education is the development of thinking skills. Reading teachers who routinely ask comprehension questions above the literal level have been nurturing thinking skills for years. Questions like, "What clues in the story led you to believe that?" and "How do you know that . . .?" develop inferential thinking ability in students.

Episodes in solve-it-yourself mysteries extend inferential thinking by leaving a trail of clues for use in deducing the solution. These types of books can be used to good instructional advantage as listening exercises, with follow-up discussion of the clues that led to the final discovery. These books are an ideal length for a read-aloud session, since they are in short chapter format. Furthermore, less able readers can keep track of clues and profit from the ensuing discussion of how the clues add up to produce the solution.

Riddle books are another category of books that reinforce the skill of drawing conclusions. In addition to those listed, check your library's collection in the j817 or the j398.6 classification numbers.

Books that Require Inferential Thinking

Arden, William. *The Three Investigators in the Mystery of the Wreckers' Rock.* Random, 1986.
For grades 5-7, this series turns out interesting, well-rounded mysteries with plots that are more involved and take more concentration than usual for series books. Use to sharpen listening skills; have students listen for clues to solve the mystery.

Bester, Roger, *Guess What?* Crown, 1980.
Guessing game riddles and picture clues featuring common animals. For young children. Similar to Durrell's *Mouse Tails.*

Carle, Eric. *Do You Want to Be My Friend?* Crowell, 1971.
The end of an animal's tail appears on each page, and the reader guesses which animal before turning the page to see the front end.

deRegniers, Beatrice. *It Does Not Say Meow: And Other Animal Riddles.* Seabury, 1972.
Rhymes give clues to a familiar animal pictured on the next page.

Durrell, Julie. *Mouse Tails.* Crown, 1985.
"With black and white stripes from its head to its toe, it looks like a horse, but it isn't you know. "Can you guess what it is?" Simple, four line riddles in verse and a visible portion of a tail supply clues for the guessing game.

Ecke, Wolfgang. *The Face at the Window.* Translated from the German by Stella and Vernon Humphries. Illus. Rolf Rettich. Prentice, 1980.
Short, solve-it-yourself mysteries, with the solutions given at the end of the book. All the clues needed to solve the mysteries are in the stories themselves. A middle-grades "Children's Choice" book.

Elting, Mary and Michael Folsom. *Q is for Duck. An Alphabet Guessing Game.* Pictures by Jack Kent. Houghton Mifflin, 1980. A Children's Choice Book.
Readers are challenged to guess why *A* is for zoo (animals), *B* is for dog (bark), *C* is for hen? Illustrations provide clues for those unable to read.

Emberley, Ed. *Ed Emberley's Amazing Look Through Book.* Art assistance by Rebecca Emberley Haskell. Little, Brown, 1979.
Collection of riddles with answers that appear when a page is held up to the light."How to use this book: (1) Read the clue. (2) See if you can guess the animal and the missing letters. (3) Let the light shine through." Example: "A winter sleeper: _ e a _ " "three wee squeakers: m _ _ e"

Rosenbloom, Joeseph. *Maximilian Does It Again.* Lodestar, 1983.
Fourteen "incredible" cases are solved by Maximilian, who believes that success is based on an ability to identify errors in fact. Each episode requires a challenging alertness to detail and attention to the unusual. Use to sharpen listening skills; have students listen for clues to solve each case. A "Children's Choice" book.

Sobol, Donald J. *Encyclopedia Brown Sets the Pace.* Four Winds Press, 1982.
Readers are invited to weigh the facts and solve the mysteries in ten new cases of these short, easy-to-read adventures. A "Children's Choice" Book.

Vivelo, Jackie. *Super Sleuth. Twelve Solve-It-Yourself Mysteries.* Putnam's, 1985.
"Not only will the book encourage youngsters to read, but it is a wonderful aid in teaching them to think logically" *(Pennsylvania Portfolio)*

Wilbur, Richard. *Opposites*. Harcourt, 1973.

These imaginative poems describe opposite and require reasoning skills to discover the author's intended meanings. Have students explain why the author says something is the opposite of something else: why is a meteor the opposite of a ball? Why is July the opposite of July? "Listen to this poem and see if you can explain why the author says the opposite of a bat is a horse."

Conclusion

This compilation of books and ideas is intended to familiarize teachers with children's books and ways that they can be used to highlight and reinforce reading skills. Each section provides annotated lists of books suggesting practical follow-up activities for skill development, extension, or enrichment. Each section begins with remarks concerning the nature of the skill and its relationship with the books featured in the list.

It is important to note that using children's books in this manner is by no means limited to the elementary grades alone. Using children's books as patterns for students to adapt into their own versions requires students to extend their vocabulary skills as well as requiring creative thinking. Opportunities abound for using children's books as springboard patterns for creative writing assignments in the intermediate, junior high, and high school grades.

It is hoped that this study will be a useful starting point in locating children's books that will creatively reinforce instructional objectives. By rounding off reading lessons with examples and assignments centering around the children's books, students are provided with a meaningful and enjoyable means of skill reinforcement along with an awareness of the wide variety of children's literature available.

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